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ABSTRACT

Project "ACT" [Attendance, Career Awareness (Work Experience), and Tutorial Assistance] is basically designed to keep American Indian students involved in school by helping them to experience success in school and giving them a tangible reason for completing their education. Project objectives, which were determined from a needs assessment conducted in the community and schools, are to improve the class attendance of Indian students, to make the Indian students' school experience more relevant to life and work, to assist Indian students to experience success in school by providing them with assistance relating to their academic programs, and to provide supportive financial assistance to Indian students with special needs. The project was evaluated via project recorded data and survey questionnaires administered to the students, parents, work experience businesses, and staff. Each questionnaire contained items designed to seek responses that indicated the program's effectiveness and ideas for future planning. The program made minimal impact in the elementary grades; the program's major thrust was at the secondary level. The report presents information on the Indian student attendance, the geographic location of the student population, the students who participated in the work objective, the 15 outside speakers included in the program, supportive services rendered, how each objective was met, the Parent Advisory Committee, and the survey responses. (NQ)

AN EVALUATION

of

PROJECT 'ACT'

ANADARKO PUBLIC SCHOOLS

JUNE, 1977

ED147044



U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
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INTRODUCTION

The evaluation that is contained within the following pages was developed and finalized for the Anadarko Public Schools, Title IV, Part A, Indian Education Project "ACT". The program was funded for FY 77 by the Office of Indian Education, Department of Health, Education, and Welfare for the amount of \$93,891.17.

The evaluator made a site visit to the project on May 27, 1977, the last day of the project. This was at the earliest possible date as initial contact for the evaluation occurred on May 25, 1977. During the site visit, information contained in the narrative was gathered.

The evaluative method has been to take the objectives of the program and relate the activities that were implemented to meet those objectives. The results of these activities were then analyzed, and are the basis of the conclusions and recommendations contained in that section. An appendix is included to show the type of project publication produced and the evaluator's survey instruments.

This evaluation becomes the property of the Anadarko Public Schools, Title IV, Part A, Indian Education Project "ACT", and can be obtained at their office located in Anadarko, Oklahoma.

James B. King
Evaluator

Tom Doyle
Data Analyst

SECTION I

OBJECTIVES / EXPECTED RESULTS AND BENEFITS

STATED OBJECTIVES

- OBJECTIVE ONE: TO IMPROVE THE CLASS ATTENDANCE OF INDIAN STUDENTS.
- OBJECTIVE TWO: TO MAKE THE INDIAN STUDENT'S' SCHOOL EXPERIENCES MORE RELEVANT TO LIFE AND WORK.
- OBJECTIVE THREE: TO ASSIST INDIAN STUDENTS IN EXPERIENCING SUCCESS IN SCHOOL BY PROVIDING THEM WITH HELP RELATING TO THEIR ACADEMIC PROGRAMS
- OBJECTIVE FOUR: TO PROVIDE SUPPORTIVE FINANCIAL ASSISTANCE TO INDIAN STUDENTS WITH SPECIAL NEEDS.

EXPECTED RESULTS / BENEFITS OF PROGRAM

"THE ACT PROJECT IS BASICALLY DESIGNED TO KEEP INDIAN STUDENTS INVOLVED IN SCHOOL BY HELPING THEM TO EXPERIENCE SUCCESS IN SCHOOL AND GIVING THEM A TANGIBLE REASON FOR COMPLETING THEIR EDUCATION."

ACT = ATTENDANCE, CAREER AWARENESS (WORK EXPERIENCE), AND TUTORIAL ASSISTANCE

SECTION II

PROJECT BACKGROUND

PROJECT BACKGROUND

Parent Advisory Committee

The Title IV, Part A, Indian Education Committee of the Anadarko Public schools was elected on Monday, December 8, 1975. The election was held at the Anadarko School Administration Building at 7:30 p.m. Five Indian parents, one Indian teacher, and three Indian students were elected to serve on the committee. (Appendix A) One Indian parent was also elected as an alternate committee member.

The Committee has met at least once per month during the entire project year. They have worked closely with the school administration in seeing that the Title IV, Part A project was carried on as planned. They have been involved in all phases of the project, including an official site visit from the Office of Indian Education, May 10, 1977.

The Parent Advisory Committee has attended many meetings in, and out, of the surrounding area concerning Indian education. Several members of the committee have become involved in a coalition project to better effect Indian education in the area.

The Parent Advisory Committee assisted in writing the proposal for re-funding that was submitted to the Office of Indian Education, HEW. The committee also assisted in the compliance to the deficiency notice that was a part of the refunding process.

Project Personnel

In order to meet the project objectives staff was hired and were directed to perform the activities of the project. (Appendix A). When necessary, replacement personnel were hired using the philosophy that the best available Indian people, from the community would be hired.

School Personnel

The school, through the administration, cooperated in the implementation and completion of the project. The Federal Programs Coordinator assisted the project in a variety of ways, especially lending technical assistance to the staff and Parent Advisory Committee.

SECTION III

PRESENTATION AND ANALYSIS OF OBJECTIVE COMPLETION DATA

OBJECTIVE COMPLETION DATA

Objectives of the project were determined from a needs assessment conducted in the community and in the schools. To determine how well the objectives were met the project recorded relevant data.

The following section investigates this data to help determine the project's impact in measurable terms. Included is a table of Indian student attendance, an illustration reflecting the geographic location of the student population, an illustration regarding the students who participated in the work objective, a list of speakers, and a display of supportive services rendered.

OBJECTIVE ONE: TO IMPROVE THE CLASS ATTENDANCE OF INDIAN STUDENTS

TABLE 1

BY YEARS, A COMPARISON OF 1975-76 ATTENDANCE VERSUS
1976-77 SCHOOL ATTENDANCE

Grade	Avg No Days Att 1975-76	No. of Students	Avg No Days Att 1976-77	No. of Students	Change (+ or -)
2	164.5	50	161.1	44	-4.4
3	161.6	53	161.9	57	+0.3
4	163.2	60	162.6	56	-0.6
5	158.7	65	164.2	62	+5.5
6	162.4	75	160.2	71	-2.2
7	158.5	75	157.9	73	-0.6
8	161.2	63	158.7	80	-2.5
9	155.5	63	160.0	66	+4.5
10	155.8	38	172.0	64	+16.2
11	156.7	32	160.2	42	+3.6
12	161.9	32	174.0	29	+12.1
2-12	160.8	55	162.98	58	+2.18

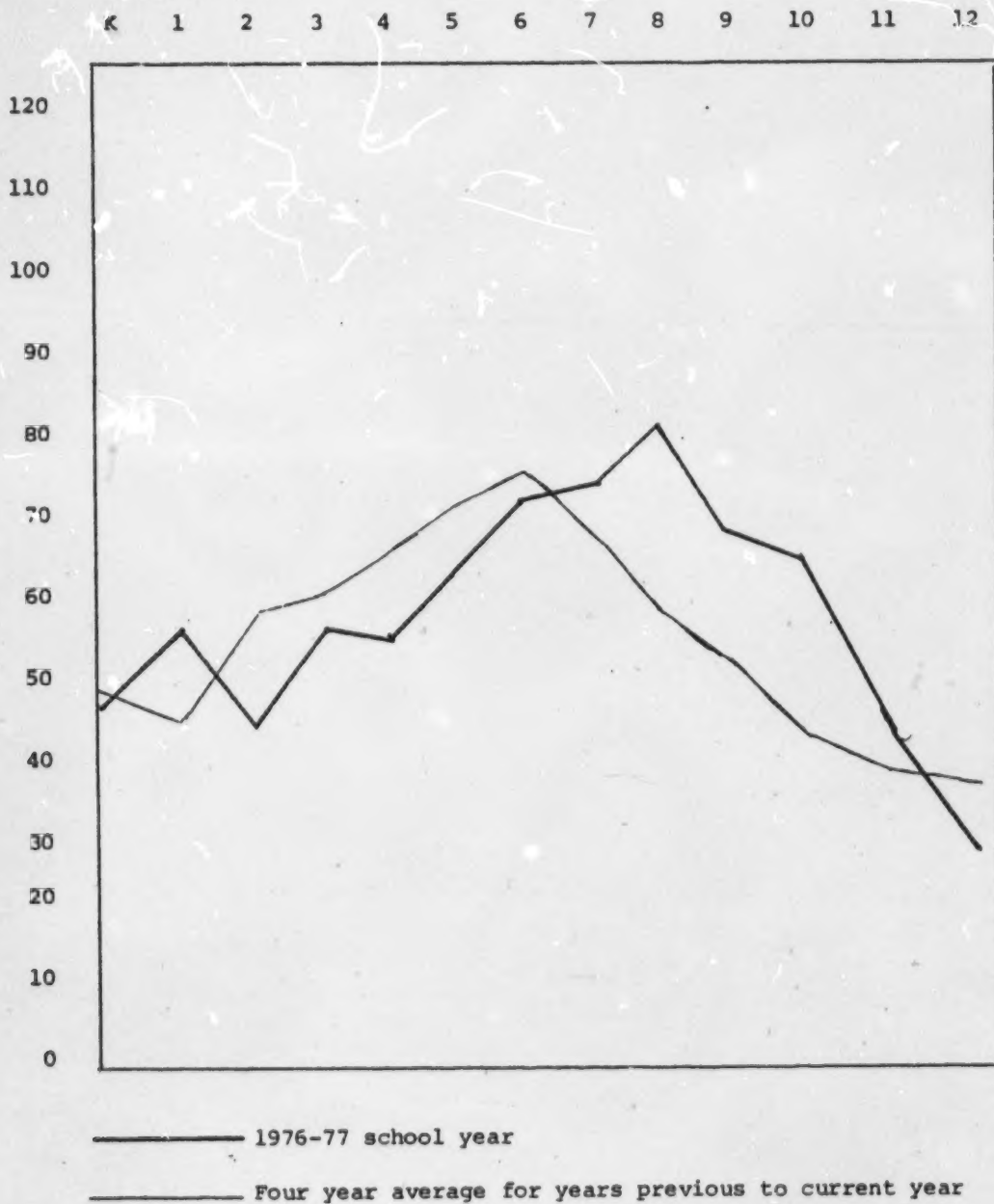
(The above figures represent only those students who were enrolled during the entire year)

The above table indicates a significant attendance increase in the high school grades. No doubt this was due to the emphasis placed in this area by the project staff. The overall increase is significant as it represents a gain of 888.92 Indian student days of attendance in the Anadarko school system.

ILLUSTRATION 1

A COMPARATIVE ILLUSTRATION OF INDIAN ENROLLMENT

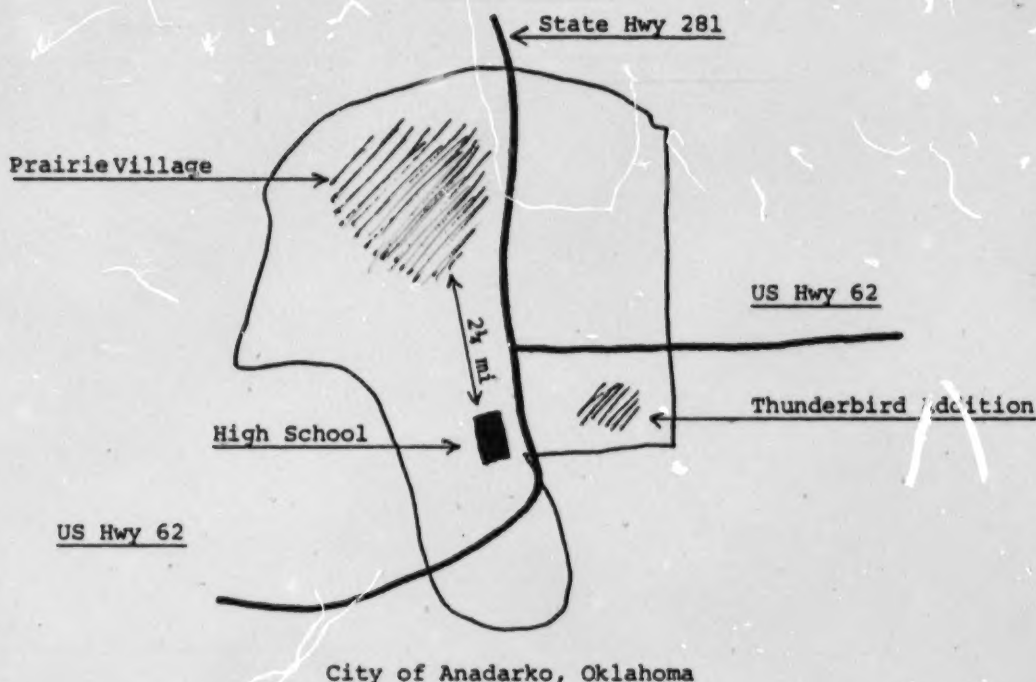
1977 VS FOUR YEAR AVERAGE



The graph on the previous page indicates a slight increase in holding power, in the high school grades, over previous years. Also, a demographic "wave" can be seen and plotted. This large moving population should be kept in mind when planning future programs, particularly in view of the poorer attendance figures noted in the 6-10 grades.

ILLUSTRATION 2

GEOGRAPHIC LOCATION OF STUDENT POPULATIONS IN RELATION TO THE HIGH SCHOOL



A high percentage of the Indian students who attend Anadarko High School live in the two Indian housing areas of the city. This is noted so that a better perspective can be gained concerning school attendance. In that the school system does not provide bus transportation for the students, the distance and lack of transportation seems to influence the attendance and tardy rates.

OBJECTIVE 11: TO MAKE THE INDIAN STUDENTS' SCHOOL EXPERIENCES MORE
RELEVANT TO LIFE AND WORK.

Work Experience

Students involved in the Work-Experience Program showed the following Grade Point Averages (GPA) during the four year period that ended in the 1976-77 school year.

<u>GPA</u> <u>1973-74</u>	<u>GPA</u> <u>1974-75</u>	<u>GPA</u> <u>1975-76</u>	<u>GPA</u> <u>1976-77</u>
2.34	2.55	2.80	2.83

In a statistical measurement the above improvement, long term, in GPA was shown to be significant. With the improvement in GPA and the slight decrease in attendance failure and the job training, it is apparent that the Work Experience Program helps to reach all four of the stated objectives of Project Act.

Public Business Participants

Anadarko Junior High School
Hog Creek Center
High School Cafeteria
KCA Enrollment
Washita Valley Community Action Program
Kiowa Tribe of Oklahoma
Thunderbird Center
PHS Indian Health Center
East Grade Elementary School
Anadarko High School
Bureau of Indian Affairs
Caddo County Health Department
Anadarko Adult Institute
Kiowa CETA program
Kiowa Business Office

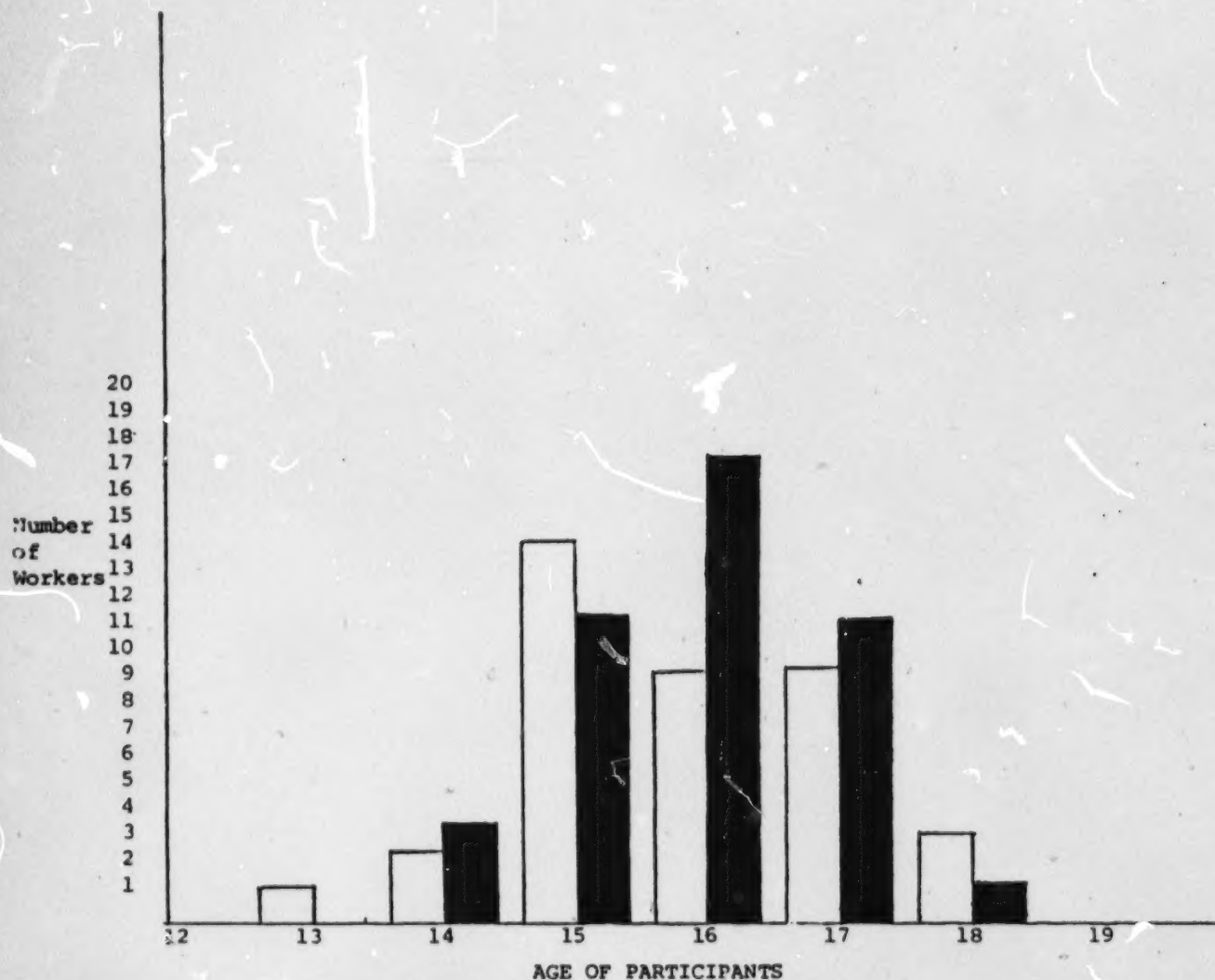
Private Business Participants

A-1 Radiator Service
G.L. Smith Photography
Wag-A-Bag Store #2
Hunter's Printing & Office Supply
S.W. Oklahoma Arts & Crafts
Oklahoma Tire & Supply (OTASCO)
Roberts and Wall
Sears Catalog Store
Teri Lynn's Casuals
Washita Valley Arts and Crafts
Kerr McGee Gas Station
Supernaw's Oklahoma Indian Store

ILLUSTRATION 3

Number and Age Level of Students who participated in Work Objective

Boys: ☐ Girls: ☒ N=95



The above bar graph indicates that the average age of male participants was slightly lower than that of females. In addition, the greatest age frequency of participants was in the 15-16 years range - tenth and eleventh graders.

OBJECTIVE THREE: TO ASSIST INDIAN STUDENTS TO EXPERIENCE SUCCESS IN SCHOOL BY PROVIDING THEM WITH ASSISTANCE RELATING TO THEIR ACADEMIC PROGRAMS

TUTORIAL ASSISTANCE

Tutorial assistance was an important part of Project Act. Mr. Everett Sadongai provided tutoring, as well as supervision for student tutors. Teachers in the appropriate grades were notified by letter of the tutoring services. The teachers referred the students to the Project Act staff and coordinated prescriptive tutoring. Students were under no obligation to attend tutoring sessions, save to increase their academic skills.

The Tutoring Coordinator also held conferences with teachers to ascertain the progress and need for tutoring of individual Indian students. The following academic areas experienced the highest level of tutorial activity:

English

Math

Sciences

History

During the program year 1962, Indian students were tutored.

In addition to the tutoring sessions, the Tutoring Coordinator assisted in the Indian student's visits to Oscar Rose Junior College, Oklahoma City, a UNITY conference in Oklahoma City, Dayton Tire and Rubber Plant, the Cowboy Hall of Fame, and the French Market Mall.

SPEAKERS

Dr. Ken Anderson, School of Technology, Oklahoma State University.

Dr. Anderson is searching for Indian high school students who wish to seek a two year or a four year degree in one of the engineering fields. The program at OSU will pay expenses for Indians who qualify. Dr. Anderson brought a former Anadarko Indian student, Kim Sahmaunt, with him to help explain the program.

Mr. Tom Ware, a noted Indian culturist, spoke to the students about the Indian culture and how it has been passed down from generation to generation, and how Indian young people should be proud of their heritage and participate in Indian activities whenever they can.

Mr. Hershel Sahmaunt, a former director of the Coalition of Indian Controlled Schools, came to speak about Indian education and the need for all Indians to be concerned and get involved in the education of our people. He spoke of some of the things that can be done so that Indian people will have more to say about the kind of education that Indian people get. He also encouraged the Indian students to take advantage of all educational opportunities they might receive.

Mrs. B. Hack, Oklahoma State Employment Service, spoke to the Indian students on the skill needed to find a job. She spoke about the things that employers are looking for when they are interviewing a job candidate. She answered many questions about the available job market in the surrounding area.

Mr. Lyndrith Palmer, Higher Education, Bureau of Indian Affairs, came to talk to students who might be interested in going on to college next Fall. He had application forms and told the students what all was necessary for them to receive financial assistance from the Bureau of Indian Affairs and the schools.

Mrs. Del Delaware and Amos Harjo, Oklahoma Indian Health Service, spoke to the Indian students about Indian health care in Oklahoma, and the need for Indian people to be concerned about the health services provided in their area. They also spoke about the developments occurring in federal health care programs, and the need for more Indian students to get into the medical field.

Mr. Don Chaino, Career Development Specialist, Bureau of Indian Affairs, spoke about the Employment Assistance Program. Employment Assistance will assist Indian people who wish to improve their job market skills, but who do not wish to attend college. Mr. Chaino pointed out that the real difference is in the preference for life style, because both vocational and college trained people both earn adequate and sometimes outstanding salaries.

Katy Deford and Lou Ann Largent, Upward Bound Project, Southwestern Oklahoma State University, Weatherford, Oklahoma, were visiting to recruit students for the upcoming Summer and Winter Upward Bound programs at the university.

Mrs. Thelma Chapman, a local Indian Artist, came to visit Indian students and gave a pottery demonstration. She spoke about her life as a potter. She now has a business from something that began as a hobby.

Mr. John Leafer, Bacone College, Muskogee, Oklahoma, spoke to the Indian students about the great opportunities for college trained people. He encouraged them to attend college, if not at Bacone, somewhere.

Mr. Aaron Gawhega, School of Technology, Oklahoma State University, Stilwater, Oklahoma, visited with Indian students about the technology program that has been designed for Indian students. He reported that former Anadarko Indian students in the program were doing well.

Ms. Danielle Glen, Oklahoma Arts and Humanities Council, in Oklahoma City, spoke to the Indian students. She discussed her program in which emphasis is focused in placing an Indian artist in a school where there is a large Indian enrollment. It is called "Artist in Residence". The project is to be started next Fall.

Ms. Lavonna Weller, University of Colorado, Boulder, Colorado, came for a visit. She spoke to the Indian students about going to school at the university, after high school. She discussed her job as a supervisor of living facilities for the on campus students, and how she is working closely with many Indian students.

Mr. Victor Palmer, Kiowa Tribe of Oklahoma, Inc., spoke to the students. He is an Indian lawyer. He told of the need for Indian youth to go on to some kind of training, not law in particular.

Mr. Burgess Tapedo, a counselor at the University of Science and Arts of Oklahoma, Chickasha, Oklahoma, spoke to Indian students about opportunities in higher education and about the various programs at his university. He answered questions about Indian students attending college.

Total Speakers: 15

OBJECTIVE FOUR: TO PROVIDE SUPPORTIVE FINANCIAL ASSISTANCE
TO INDIAN STUDENTS WITH SPECIAL NEEDS

NEWSLETTER

During the school year the Project Act mailed out seven newsletters.
Each edition was approximately four hundred issues.

The Newsletter informed parents of the available services that their children were eligible for, and how they might use them. The Newsletter also informed the parents of the procedure for visiting the schools, and kept them informed on matters pertaining to all aspects of the Title IV program, including elections.

SUPPORTIVE SERVICES

In addition to the Newsletter, the following services were provided by Project Act:

Eye Examinations	35
Eye Glasses	25
Eye Glass Frames	2
FFA Dues	9
FHA Dues	17
Class Dues	39
Vo-Tech Fees	8

Transportation was also provided to and from the Indian Health Service Clinic. Transportation was also provided for four (4) enrichment trips.

SECTION IV

PRESENTATION OF SURVEY RESPONSES FROM STUDENTS, PARENTS, STAFF, AND BUSINESS

A SURVEY OF STUDENT PARTICIPANTS, PARENTS, BUSINESS PARTICIPANTS AND STAFF RESPONSES TO THE PROJECT ACT

In order to assess the effects of PROJECT ACT, survey questionnaires were administered to the students, parents, work experience businesses, and staff so that a needed dimension to the evaluative process of this project could be made. Through this survey, responses to items within the questionnaires have assisted in making definitive conclusions and suggestions regarding the project.

The overall concern of the questionnaire can best be defined in the following questions.

1. What impact did PROJECT ACT have on the students concerning the affective areas related to educational attainment.
2. What are the perceptions of parents regarding the project as it relates to their children and themselves.
3. What were the perceptions of the staff related personnel as related to the impact and objective completion of the project.
4. What are the perceptions and impact on the public and private businesses as related to the outcomes of the project.

Collection of Data

As a means of soliciting feedback from those affected by the project, four questionnaires were developed, one for students, one for parents, one for staff related personnel, and one for business participants. Each questionnaire contained items that were designed to seek responses that could indicate the effectiveness of the program, as well as for future planning. The student questionnaire contained ten (10) items, the parent questionnaire contained ten (10) items, the staff questionnaire contained nine (9) items in four parts, and the business questionnaire contained four items, one elective. (See Appendix C)

The questionnaires were delivered to the respondents by project staff. All questionnaires were completed after the school term and thus after the full impact of PROJECT ACT. However, this method of data collection caused a reduction in the number of responses returned. The total included:

- 20 from student participants
- 20 from parents of student participants
- 9 from staff related participants
- 10 from business (public & private) participants

There was no pattern of sampling, and, as a result of the methodology used in collecting the data, the survey was considered to be a non-scientific process, but a means of gathering feedback from a segment of the affected population.

Processing and Analysis of the Data

The following procedures were employed in processing and analyzing the responses as indicated on the questionnaires.

1. All respondents marked their responses to the items directly onto the questionnaires. The number and the percentage of responses to each item was tabulated. Written comments were reviewed for significance and are discussed in the section dealing with the results of the survey.
2. Average weighted mean responses were calculated for each instrumented to obtain a priority ranking by item. Weighing was based on numerical equivalents of one to four with the largest average reflecting the greatest degree of importance or highest positive response. Items marked in the doesn't apply category was considered as neutral.

Results of the Survey

The data collected in the survey are presented in the following tables. The tables contain 1) questionnaires item numbers, 2) item rank, item statement 4) number of responses to items, 5) percent of responses to items, and 6) item weighted mean averages.

Table I reports the data regarding student responses to Project Act. The data indicates that the students rated the project very high in general. The highest percentages were typically in the Strongly Agree and Agree columns. However, there are some other findings that need mentioning. Most significant is item #10, in which 95% of respondents felt they now know more about future work responsibilities because of the program.

A second finding points to the students positive view of their parents perception of the program, Item #4.

Table Two reports the data regarding parent responses to Project Act. Again, the data indicates general approval of the program. The most significant finding is reflected in the relatively high percentage of responses

in the Does Not Apply column. This indicates that the programs did not reach all of the Indian students. This was substantiated in staff interviews. There was minimal program impact in the elementary grades and is reflected in attendance figures.

Table three reports the data regarding staff related personnel responses to Project Act. Typically, responses were in the Agree column. However, there is some significant indication of concern among staff related personnel regarding school and business communication with the project. This was also reflected in written comments. It is not known if this is a management or programmatic weakness. Other responses, written on the questionnaire, indicated that the staff was well aware of the programs objectives and purposes.

Table four reports the businesses, public and private, responses to Project Act. The responses were generally favorable. Many written responses on the questionnaire praised the student workers and felt the work-experience program was having a significant impact.

TABLE 2

NUMBER, PERCENTAGES, AND WEIGHTED MEAN AVERAGES OF
RESPONSES BY ITEM AS DETERMINED BY STUDENTS N=20

NUMBER AND PERCENTAGE RESPONDING

Item No	Statement	Strongly Agree		Agree		Disagree		Strongly Disagree		DNA		WMA	RANK
		No.	%	No.	%	No.	%	No.	%	No.	%		
1.	I felt more like going to school because of this program	5	25%	9	45%	5	25%	0	0%	1	5%	3.00	9
2.	I feel like I am a better student because of PROJECT ACT	3	15%	14	70%	2	10%	0	0%	1	5%	3.05	8
3.	I feel the program is needed and should be continued.	10	50%	9	45%	0	0%	0	0%	1	5%	3.52	2
4.	My parents feel the program was beneficial.	8	40%	9	45%	1	5%	0	0%	2	10%	3.38	4
5.	I feel more aware of what is going on around me because of PROJECT ACT	6	30%	10	50%	3	15%	0	0%	2	10%	3.16	7
6.	The tutoring program was very helpful. (if used)	8	40%	10	50%	1	5%	0	0%	1	5%	3.36	5
7.	I was well informed about the program.	5	25%	13	65%	1	5%	0	0%	1	5%	3.21	6
8.	If there is another program like this one I would be happy to participate.	7	35%	8	40%	1	5%	0	0%	4	20%	2.93	10
9.	The financial assistance I received was very needed and helpful (if received)	11	55%	5	20%	3	15%	0	0%	1	5%	3.42	3
10.	I know more about future work responsibilities because of this program.	12	60%	7	35%	0	0%	0	0%	1	5%	3.63	1

TABLE 3

NUMBER, PERCENTAGES, AND WEIGHTED MEAN AVERAGES OF
responses by ITEM AS DETERMINED BY PARENTS N=20

NUMBER AND PERCENTAGE RESPONDING

Item No	Statement	Strongly Agree		Agree		Disagree		Strongly Disagree		DNA		WMA	RANK
		No.	%	No.	%	No.	%	No.	%	No.	%		
	Projects like PROJECT ACT are needed because it gives Indian students the confidence they need in school.	8	40%	8	40%	2	10%	0	0%	2	10%	3.33	6
	The project has been very helpful to my children	5	25%	8	40%	1	5%	0	0%	6	30%	3.28	7
	Since this project, my children have had better attitudes toward school	4	20%	9	45%	1	5%	0	0%	6	30%	3.21	8
	I have been kept informed about the activities of the program	7	35%	7	35%	4	20%	0	0%	2	10%	3.16	9
	The tutoring part of the program helped my children overcome problem areas in school	4	20%	3	15%	1	05%	0	0%	12	60%	3.37	5
	Through efforts such as this project, I feel a greater importance for my children's education	9	45%	6	30%	1	5%	0	0%	4	20%	3.50	2
	Because of the program my children had better attendance at school this year	3	15%	7	40%	1	5%	0	0%	7	35%	3.07	10
	I feel the work experience my children received is very important beyond the money.	7	35%	5	25%	1	5%	0	0%	6	30%	3.42	4
	The need for parents to become involved in our children's school activities is greater now than ever before.	13	65%	5	40%	1	5%	0	0%	2	10%	3.72	1
	It is important that we have another project like PROJECT ACT.	9	45%	8	40%	1	5%	0	0%	2	10%	3.44	3

TABLE 4

NUMBER, PERCENTAGES, AND WEIGHTED MEAN AVERAGES OF
RESPONSES BY ITEM AS DETERMINED BY STAFF RELATED
PERSONNEL N=9

NUMBER AND PERCENTAGE RESPONDING

No.	Statement	Str. Agree		Agree		Disagree		Str. Disagree		DNA	WMA	RANK
		No.	%	No.	%	No.	%	No.	%			
1	I feel this program met all of its objectives	0	0%	8	88%	1	11%	0	0%	0	0%	2.88 1
2	I feel there was good program rapport with students and parents	2	22%	7	78%	0	0%	0	0%	0	0%	3.22 2
3	I feel that communication with the school was very good	1	11%	6	66%	2	23%	0	0%	0	0%	3.11 4 (tie)
4	I felt the schools and businesses cooperated very well with the project staff	1	11%	6	66%	2	23%	0	0%	0	0%	3.11 4 (tie)

TABLE 5

NUMBER, PERCENTAGES, AND WEIGHTED MEAN AVERAGES OF
RESPONSES BY ITEM AS DETERMINED BY BUSINESSES N=10

NUMBER AND PERCENTAGE RESPONDING

Item No.	Statement	Strongly Agree		Agree		Disagree		Strongly Disagree		DNA	WMA	RANK
		No.	%	No.	%	No.	%	No.	%			
1.	The students were well motivated and prompt	3	30%	6	60%	1	10%	0	0%	0	0%	3.2 3 (tie)
2.	I noticed a change in attitude in the students who worked.	3	30%	6	60%	1	10%	0	0%	0	0%	3.2 3 (tie)
3.	I feel this was a good program and should be continued.	6	60%	4	40%	0	0%	0	0%	0	0%	3.60 1

SECTION V

RECOMMENDATIONS AND CONCLUSIONS

The following conclusions and recommendations are based primarily on data generated through project reports, program documentations, publications, surveys, and a staff/school visitation. In addition, the knowledge of the evaluator regarding Title IV (A) programs has also been incorporated into the final statements. It should be noted that there is no cost analysis of the project and this evaluation pertains only to the program portion of the the project.

Conclusions

1. There was a significant increase in Indian student school attendance, focused primarily in the high school.
2. Indications reflect that the project experiences of the students contributed to an increase in academic achievement.
3. As noted in the student, survey, there was a great increase of awareness of the relationship of education to livelihood.
4. There is documentation that supportive needs of the students were adequately served.
5. There is evidence that outside speakers made significant contributions to the educational experiences of the students.
6. The staff was qualified in every position, and were instrumental in carrying out the tasks of the project. This was so despite the high turn over rate (50%) of project personnel.
7. The major thrust of the program was at the secondary level.
8. The Parent Advisory Committee had a high degree of input into the programs direction, planning, and implementation.
9. Though not a measurable objective, there seemed to be adequate opportunity for the students to develop a sense of pride through the activities offered.

10. The school has received significant indirect benefits of the project, in terms of attendance (increased headcount), and comprehensive education objective completion.

Recommendations

1. There should be a closer relationship between the project and the schools. It is evident that a gap in communication between the two parties, as indicated in the survey and staff visit.
2. There should be greater program impact in the lower grades. Program objectives should be modified to develop program services to lower grade students.
3. Measurable results of the program should be made available through the newsletter on a frequent basis, in addition, to present newsletter items.
4. There should be a strong internal evaluation process developed. Either management by objectives (MBO) or other goal setting procedures should be used. Forms could be developed to maintain uniform periodical records.

APPENDIX A

Personnel Requirements/Activities

- * An Indian Vocational Coordinator to supervise the project staff, teach the Career Education classes, and coordinate all of the activities of the entire project.
- * An Indian Attendance Coordinator to work with the schools in the district and the Indian community. The coordinator will work with the school personnel, parents and students regarding absenteeism of students.
- * A full-time Indian Tutor to work with Indian students and Indian student tutors. The tutorial assistance will be offered to Indian students on an individual or small group basis.
- * Basic supportive services will be designed to offer financial assistance to Indian students who need them. The services include paying for such things as glasses, hearing examinations, and class fees.

AT ALL TIMES THE PROGRAM WILL UTILIZE THE BEST AVAILABLE INDIAN PEOPLE FROM THE COMMUNITY WHERE AND WHEN AVAILABLE¹

¹ FY 1977 Anadarko Public Schools Title IV, Part A, Indian Education Project proposal statement.

Personnel

Parent Advisory Committee Members:

Allen Quetone: Chairperson

Carolyn Sadongei Stan Speaks

Gene Quetone Pamela Edge

Pat Eaglenest Phyllis Tartsah

Renee Bantista Alene Martinez

Sharon Sadongei

Staff Members:

Warren Weller, Project Coordinator

Everett Sadongei, Tutoring Coordinator

Gayle Roulain, Attendance Coordinator

Mona Nimsey, Secretary

Anadarko Public School Administrative Staff:

Harold Clark, District School Superintendent

J.D. Cunningham, Federal Programs Coordinator

APPENDIX B

ANADARKO HIGH SCHOOL

THE ACT NEWSLETTER

"Survival Through Education"

Vol. 3 No. 7

May 10, 1977

A future is for everyone. Whether it is good or bad, or tolerable, depends mostly on each of us as an individual. During the past two months the participants in my Career Awareness class, and others not involved directly with the class have had the opportunity to have some lasting experiences. This was in the form of guest speakers, and a trip to Indian Day at Oklahoma State University in Stillwater.

Most of us at one time or another, have heard the phrase, "Get an education, and help your people," The young Indian students today probably hear it more than ever. As for me, I think the education part of the the phrase is acceptable, an individual goal. These goals are attainable in various forms. This was made apparent by a number of our speakers this past year. It is extremely evident that we need good teachers, good doctors, good lawyers, good factory workers, and probably above all, we need good parents. Actually, what is being said is that there is a place for everyone. It is not a necessity to have a college degree, but in various fields of endeavor opportunities do exists.

On our recent trip to Oklahoma State University, the guest speaker was Mr. Dana Knight, a well known Ponca leader. There were approximately two hundred Indian students in attendance from over a dozen schools which have some type of an Indian program. Mr. Knight's down to earth speaking approach kept most of the students deeply engrossed.

A point that they could relate to was when he said, "We all watch you, and want you to do good, your mama and daddy, grandpas and grandmas, aunts and uncles." Speaking on higher education he said it was there for the taking, that you need to be serious about what you are doing, and if you act like you do not care about anything, and do not take interest in anything, sooner or later it will catch up with you.

As parents, and as members of our community it is part of our job to take interest in our young people and to provide the encouragement that is so important to our adults of tomorrow.

Warren R. Weller

Warren R. Weller
Project Coordinator

West Elementary School
Honor Roll
3rd Nine Weeks

5th Grade:

Marvin Reed
Karen Pewo
Duke Tsoodle III
Daphne Whiteshield

6th Grade:

Jerri Bell
Dana Choney
John Bear
Cassie Cunningham

Jesse Gomez
Danieala Tiger
Michael Thrash

Junior High
Honor Roll
3rd Nine Weeks

7th Grade:

Kathy Jones
Roberta Lewis
Stephen Quoetone
Chris Wero
Sandra Reed
Talee Redcorn

8th Grade:

Brian Browning
Rita Buffington
Jay Sahmaunt
Luke Toyebo

Carolyn Walker
Jeanne Orcutt
Kay Bedoka

Senior High School
Honor Roll
3rd Nine Weeks

Freshman:

Andrea Tselee
Lawrence Martinez
Cindy Hughes

Sophomores:

Susan Obe
Nancy House
Tracey Satepauhoodle

Juniors:

Amy McCurdy
Rosemary Bointy
Sandy Whish

Seniors:

Francine Goombi

GUEST SPEAKERS

Our guest speakers, and the topic's of their presentations were as follows: Mr. Don Chaino, Career Development Specialist from the Bureau of Indian Affairs, Employment Assistance office. The class was told what type of training is available to them, and the necessary steps in applying for the training selected. Also covered, was the importance of completing every detail on an application; Mr. Lyndreth Palmer, who is with Career Development, Bureau of Indian Affairs, Anadarko area office. Mr. Palmer explained the necessary forms to be completed when applying for a BIA grant; Mr. Tom Ware, a local Kiowa Indian, spoke on cultural awareness and went into detail on how he became a flutist. This was followed by several songs played on the two flutes that are in his possession; Mr. Hershel "Ace" Sahmaunt, formerly with the Coalition of Indian Controlled School Boards, Denver, Colorado. Mr. Sahmaunt had a large amount of experiences to relate to the class in the field of education being a former teacher, a staff member of the BIA's Commissioner of Indian Affairs, former director of the National Indian Education Association, and various committees and boards on the national level; Mrs. Beazy Flack, Oklahoma State Employment Service in Chickasha. Mrs. Flack spoke on the services provided by the State Employment Service. She went into detail on completing an application and spoke of the availabilities of certain jobs in the Anadarko, Chickasha area.

INDIAN ATHLETES

Anadarko High School Warriors had a number of Indians who participated in the various Spring sports.

On the boys Track team were Scott Tsoodle, Dale Gomez, Stubby Jarvis, Jerry Quetone, and Eddie Gouge, who was with the team until late in the season. Scott Tsoodle and Dale Gomes are in the state track meet held in Edmond.

On the Girls Track team were Taveah Holder, Karen Toyekoyah, Kim Holder, and Marcia Martinez.

The members of the Baseball team were Randy Ahhaitty, Wayne Chuckluck, Jerry Toyekoyah, Darrel Autaubo, James Ewoldt, and Robbi Hill for most of the season.

The Tennis team enjoyed a certain amount of success and the Indian student athletes were: Rosemary and Doris Bointy, Clara and Vanessa Talas, Nancy Tsoodle and Tracey Satepauhoodle.

On the Junior High Tennis team were Lisa Wiggins, Kay Bedoka, Sharon Boynton and Rita Buffington.

Of the 18 member Baseball team twelve of them were Indians. The were: Kendall Autaubo, Wardell Autaubo, Martin Autaubo, John Belindo, Barry Belindo, Jay Sahmaunt, Steven Quetone, Luke Toyebo, Leonard Williams, Gerald Smith, Mike Leonard, and Gordon Mopope

NEW OFFICERS

The election of officers for the Parent Advisory Committee was held recently. The new officers are:

Gene Quetone.....Chairman
Robert Morgan.....Vice-Chairman
Alene Martinez.....Secretary
Pat Eaglenest
Stanley Speaks
Allen Quetone
Pam Edge
Sharon Sadongei
David Paddlety
Randy Ahhaitty.....Student Member
Lois Tsatoke Student Member
Jerry Quetone.....Student Member

SUMMER EMPLOYMENT

The Kiowa CETA office will offer summer jobs to a limited number of Indian youth. A representative from the CETA staff, Ms. Dorothy Kaubin, met with all of the Indian students to distribute applications and to explain the program to them. No actual count was made, but over two hundred students assembled in the cafeteria to receive the applications.

In addition to this, applications can be completed at the local State Employment Service. The office is on the first floor of the Caddo county courthouse. They usually have numerous jobs.

COMMITTEE FOR YOUTH AWARENESS

Organizations within the Anadarko community which have functions relating to social services on the city, county, federal level and the Anadarko high school counselors have begun meeting on a regular basis. The purpose of the meetings is to combine the knowledge and expertise they have of the problems the Indian youth are encountering on the positive and negative level of their lives and to develop an approach for the group of helping them to cope with the problems. Four areas have been defined by the group as needing attention and improvement, they are recreation and employment, court related services, and education and Social Services.

It is consensual among the group members that the Indian youth of the community receiving assistance from the organizations represented is being transmitted in fragments and only half as effective in the four areas mentioned as it could be if the efforts are combined and more concentration results. CYA will continue to meet and develop their programs and tangible results will be forth coming.

APPENDIX C

PROJECT ACTEVALUATION QUESTIONNAIRE
FOR
STUDENT PARTICIPANTS

So we can determine the effectiveness of our project, and to continue to improve it, your responses to the following questions will be appreciated. You are not required to sign your name.

	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DOES NOT APPLY
1. I felt more like going to school because of this program.	()	()	()	()	()
2. I feel like I am a better student because of PROJECT ACT.	()	()	()	()	()
3. I feel the program is needed and should be continued.	()	()	()	()	()
4. My parents feel the program was beneficial.	()	()	()	()	()
5. I feel more aware of what is going on around me because of PROJECT ACT.	()	()	()	()	()
6. The tutoring program was very helpful. (if used)	()	()	()	()	()
7. I was well informed about the program.	()	()	()	()	()
8. If there is another program like this one I would be happy to participate.	()	()	()	()	()
9. The financial assistance I received was very needed and helpful (if received)	()	()	()	()	()
10. I know more about future work responsibilities because of this program.	()	()	()	()	()

EVALUATION QUESTIONNAIRE
FOR
PARENT PARTICIPANTS

You are being asked to respond to the following questionnaire so we can determine the effectiveness of "Project ACT." Your sincere feelings about the program will also help us to determine areas that need to be improved. You are not required to sign your name.

	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DOES NOT APPLY
1. Projects like "Project Act" are needed because it gives Indian students the confidence they need in school.	()	()	()	()	()
2. The project has been very helpful to my children.	()	()	()	()	()
3. Since this project, my children have better attitudes toward school.	()	()	()	()	()
4. I have been kept informed about the activities of the program.	()	()	()	()	()
5. The tutoring part of the program helped my children to overcome problem areas in school.	()	()	()	()	()
6. Through efforts such as this Project ACT, I feel a greater importance for my children's education.	()	()	()	()	()
7. Because of the program my children had better attendance at school this year.	()	()	()	()	()
8. I feel the work experience my children received is very important beyond the money.	()	()	()	()	()
9. The need for parents to become involved in our children's school activities is greater now than ever before.	()	()	()	()	()
10. It is important that we have another project like PROJECT ACT.	()	()	()	()	()

PROJECT ACT

EVALUATION QUESTIONNAIRE
FOR
STAFF PARTICIPANTS

PART I

	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DOES NOT APPLY
1. I feel this program met all of its objectives.	()	()	()	()	()
2. I feel there was good program rapport with students and parents.	()	()	()	()	()
3. I feel that communication with the school was very good.	()	()	()	()	()
4. I felt the schools and businesses cooperated very well with the project staff.	()	()	()	()	()

PART II

Please list the major objectives of Project ACT:

1. _____

2. _____

3. _____

4. _____

PART III

I would improve the project by _____

PART IV

My position was: _____ Management _____ Staff _____ Committee

PROJECT ACT

EVALUATION QUESTIONNAIRE
FOR
BUSINESS PARTICIPANTS

So we can gain insights into the effectiveness of the referenced project we would appreciate your candid comments on the program.

Type of Business operated _____

Kinds of Work Performed by students _____

	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DOESN NOT APPLY
1. The students were well motivated and prompt.	()	()	()	()	()
2. I noticed a change in attitude in the students who worked.	()	()	()	()	()
3. I feel this was a good program and should be continued.	()	()	()	()	()

4. Comments on the project:

